PERSONAL TUTORIAL MODEL

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FIND YOUR FUTURE

BACKGROUND

The Personal Tutorial Model has a vital role to play in enhancing students' academic, personal and social development and is essential in ensuring students make the most of their time at UCEN Manchester. Effective personal tutoring is about acknowledging the student as a whole and considers both their academic and pastoral needs. Here at UCEN Manchester we aim to focus on skilled, professional conversations that explore, extend and enrich academic, personal and professional goals, yet offers a personalised, supportive consideration of students' very busy lives outside of their academic community.

> Personal tutoring can play a valuable role in improving the learning environment and helping students to stay on track throughout their studies. But it is often perceived as some kind of lost or elusive art. When done well, however, it is fundamental to promoting a student success culture, particularly by improving staff-student relationships.

McIntosh. E and Grey. D.

Therefore, UCEN Manchester's model is also pertinent to the retention, achievement and success of students and is extremely important and highly valued in the contribution it aims to make towards student success culture. This model is overseen by the Director of Student Experience and Engagement and has been devised in collaboration with staff and students, specifically The Students' Union. The model has a specific remit which focuses on continual enrichment of the student experience based on student partnership, collaboration and consultation. This model also complements the Student Engagement Strategy, and the draft Student Partnership Agreement (UCEN Manchester professional standards) in seeking to achieve the following priorities:

- Working collaboratively with students in meeting and shaping high professional expectations, specifically in terms of progression and success

- Ensuring the delivery of an exceptional student experience for all students

- Providing outstanding support services with the student at the heart of what we do

- Embedding graduate employability skills in order to maximise and enhance employment and career prospects

- Encouraging peer networking and group based learning opportunities, through group tutorials.

In contributing to these priorities the Personal Tutor, The Student, The Approved Practitioner (Tutorial and Academic Support) Student Engagement Officer / Academic Advisor and student support services (Future U) play a vital role in achieving these. Oversight of this work is led by the Student Experience and Support panel.

> Higher Education provides knowledge, credentials, networks and skills for successful careers. It challenges assumptions, inspires creativity and nourishes personal growth for fulfilling lives. Higher education is both a gateway to a rewarding life and rewarding in itself. It transforms lives.

Chris Millward, Office for Students, 2018

01.

PERSONAL TUTOR AND TUTORIALS

Remit

The roles and responsibilities of the Personal Tutor are essentially twofold: Academic and Pastoral. Student Research suggests that 'Personal Tutoring is seen by many as a vital lifeline to academic progress' (NUS). Therefore, Personal Tutors must have empathy and understanding of a student's needs and an awareness of the support, signposts and resources available to address these needs. NUS cite the following as key attributes of a strong Personal Tutor.

- Approachable
- Knowledgeable
- Kind
- Open minded
- Friendly
- Good at signposting to other services
- Enthusiastic
- Available and accessible
- Good listener
- Good communicator and responsive to communications
- Personable
- Encouraging
- Caring
- Understanding
- Supportive

In summary and as highlighted by the NUS 'If we get personal tutoring right in higher education, students will feel more supported, more cared for and ultimately satisfied with their experience.'…this is a powerful intervention that can make a difference between continuation and drop out.'

Academic development

Personal Tutors should help students to reflect on their skills and experience, both within and outside of the curriculum, in an academic context and where appropriate, use this reflection to assist the student to formulate individual action plans and reviews. Personal Tutors can assist in discussing and translating assessment feedback so that improvements to work can be made and potentially grade profiles enhanced. In this instance the Personal Tutor and student have a clear oversight of stretching goals and targets and where improvements can be made. This must be well informed from verbal and written feedback from the curriculum teams.

Personal Tutors should be the main contact within the academic discipline, helping students to maximise their academic opportunities. Tutors should also direct students to other sources of academic guidance within or beyond the department. They should liaise closely with Programme Leaders and wherever necessary Module Tutors on issues with regards to students' professional engagement, including matters of attendance, punctuality, behaviour and or progression and achievement. Target setting and grade profiling can be motivational and aspirational and is an essential part of the role.

Pastoral care

Personal Tutors should actively listen to students, providing encouragement and support as appropriate. Personal Tutors should also offer guidance and advice on the availability of appropriate support concerning study, disability, financial and other matters offered by UCEN Manchester or external services where applicable and whenever these are affecting the students' ability to complete their studies successfully. In all instances the Personal Tutor is the first point of contact for a student, but by no means is expected to deal with everything.

To do this effectively, it is essential that Personal Tutors are aware of and liaise with the other key staff and parts of UCEN Manchester and the wider services available. To support students through specific transitions, such as starting a fresh, progressing a year, topping up, studying at masters level or gaining employment, this to be conducted in partnership with the Transitions Officer and Careers, Advice, Guidance and Welfare teams, the Student Union etc.

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Personal tutoring is also about referral, we should only advise and guide within the limits of our own expertise. It is important to listen to students, provide advice to the best of our ability and work alongside specialist support services to get students the support that they require.

Active referral means facilitating a referral properly, rather than just recommending things and sending the student away to deal with something by themselves – often they won't

McIntosh. E and Grey. D.

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Documentation

Through the process of Professional Development Planning and the mechanism of tutorials Personal Tutors should ensure that sufficient documentation exists to enable tracking of a student's progress. Documentation should be made on the ProMonitor. This documentation serves a number of purposes including:

• Facilitating continuity of Tutorial support, in the event of a change of Personal Tutor and provides a written record for the student's and Personal Tutor reference

• Recording actions so that, if action is later taken against a student, there is a record of how the student has come to this point

• Provide a written record of meetings to support the Personal Tutor if a student were to pursue a complaint of inadequate support etc.,

• Enabling the UCEN Manchester Tutorial system to stand up to internal and external scrutiny

• Enabling Personal Tutors to cascade disability related information to ensure that reasonable adjustments are implemented- where consent has been granted.

Personal Tutors should bear in mind that students have the right to see information held about them (Freedom of Information Act, 2000) and is it always good practice to ask the student to sign tutorial records.

A good practice guide and monitoring and reviewing checklist will be available for Personal Tutors.

The induction phase

One of the aims of the model is to provide support for the induction phase. All new students should see their Personal Tutor during 'freshers' week and the levels of tutorial support needed are likely to be highest at this time. Personal Tutor to student contact should be frequent and continuous throughout their programme with scheduled one-to-one's as outlined in the good practice tutorial scheme of work.

In those first weeks, before new students have been able to develop their own 'mental map' of UCEN Manchester or to establish their own network of contacts, Personal Tutors can play a valuable role as first point of contact. Even if Personal Tutors do not have the information themselves, they should usually know who may be able to help and can signpost students in the right direction. This is valuable in reassuring students and helping them to familiarise themselves with the life of UCEN Manchester. "The proportion of young UK students dropping out of higher education before their second year has risen, so it crucial that the higher education providers work across the whole student life cycle to support students." (TES, 2017)

The induction phase at UCEN Manchester should be well structured and planned so that students engage, settle-in and become part of UCEN Manchester life. An impressive first few days or weeks have a significant impact on retention and achievement. Induction planner's specific to Curriculum areas must adhere to the overall UCEN Manchester Induction offer in ensuring that the induction objectives are met.

The objectives of induction for all students include:

• To give clear information about the programme contents, qualifications and assessment methods, progression routes and other relevant information relating to the chosen programme. (Programme Handbook)

• To ensure students are aware of all relevant UCEN Manchester services and facilities including, careers, advice and welfare services. Specifically, financial and welfare support (Future U) and what is available to them including the UCEN Manchester financial package

• To ensure students are aware of the contents of the Student Partnership Agreement

• To be aware of the Students' Union and Student Representation cycle, including the role and purpose of Programme Committees

• To give clear guidance and support on Good Referencing so as to prevent plagiarism and collusion and to make clear that there is a strong online academic study skills package available

• To ensure students understand all relevant policies in relation to health and safety, equality and diversity, safeguarding and key academic regulations etc

• To review whether students have additional needs via Disability Services and to make reasonable adjustments and provide relevant support and adaptations to learning materials or application for assessment access arrangements in a timely fashion

• To provide an opportunity to build relationships / networks, and partnerships with staff, students and the personal tutor

• To reflect upon the student profile / cohort and consider inclusive and appropriate teaching, learning and assessment strategies wherever possible

• To ensure that students feel safe and secure and that a strong sense of belonging is promoted and maintained

• To develop an awareness and understanding of the rights and responsibilities of both staff and students and to develop a sense of identity within UCEN Manchester, specifically focusing on an academic community ethos

• To enable students to set themselves challenging and realistic targets for the next stage of their development. These should be recorded in their individual tutorial records. To review and make strong progress against these so that student reach their full potential

• To enable students who may be at risk of leaving their studies to receive appropriate support and guidance.

The roles and responsibilities of the Personal Tutor (Student Life Cycle)

This is by no means an exhaustive list and it needs to be acknowledged that the Personal Tutor liaises with the Programme Leader throughout the life cycle to ensure that a student's success and achievement is maximised. Effective Communication and dialogue between Programme teams underpins this work.

Before the programme starts

Liaising with and Supporting the Programme Leader with:

• Marketing and recruitment of the programme and curriculum offer

• Admissions: Interviewing processes, including UCAS work if applicable, advice and guidance, referring to the careers team when and if necessary, keeping students warm and ready for study

• Planning of the tutorial programme and or tutorial timetable, including enrolment processes, induction planning.

During the programme

Pastoral Care and enhancing the student experience in planning for and leading:

Enrolment procedures: Generally enrolment is completed prior to Induction and before the programme starts. Enrolment on most occasions is on a group basis and enrolment sessions should have already been booked. Prior to the enrolment sessions, usually one hour before, Programme Leaders/Personal Tutors will meet and greet students to talk through and complete the enrolment forms. Students will also need to complete the terms and conditions. It is the Programme Leader/Personal Tutors' responsibility to ensure that each student is enrolled on the correct programme and the correct year with the correct fee. This should be discussed and finalised with the support from your Head of Department.

The Induction phase: Student Induction is undertaken in 'freshers' week prior to normal timetables starting. Each programme will have a separate induction schedule created by the Programme Leader. The Induction offer is outlined in the separate induction checklist but includes such information as: the Programme Handbook, student support information: Future U, Health and Safety issues etc.

The Personal Tutorial model: Ensuring that the tutorial entitlement as outlined is fulfilled and maximised for the benefits of student retention, achievement and success.

Responsibitiles

Personal Tutors are responsible for the tracking, monitoring and target setting on:

Attendance and Punctuality: This can be monitored from EBS and should be accessed on a frequent basis so that students can be chased and early interventions put into place. Liaison with all staff who support or teach at risk students is crucial. The Personal Tutor also needs to liaise with the dedicated Student Engagement Officer / Academic Advisor who is available to support this process. They will also have a specific remit and will be monitoring students' attendance daily and weekly. Likewise for implementing targeted interventions. Also frequent reminders to students about the importance of notifying UCEN Manchester of any changes of address email or contact telephone numbers which must be reported to the Personal Tutor so that systems can be updated.

Assessment progress / submission of assessment: This information will be useful to the Programme Leader and other tutors on the programme, and acts as an early warning mechanism for any of students who may require additional support. This information will also contribute to the 'At Risk Register 'and needs to feed back to the Departments Student Engagement Officer / Achievement Tutor who assists and supports this process.

Change of study plan / a form procedures / withdrawing students. The Personal Tutor is responsible for ensuring that students wishing to withdraw / change their study plan adhere to the correct procedures.

Tutorial delivery: A good practice scheme of work has been set per year. This is to ensure that all students receive a minimum tutorial offer.

Monitoring tutorial Including Documentation and Tutorial records: A tutorial file per programme should be evident containing personal contact information of students, and all other paperwork students have completed. Please note GDPR.

One-to-one Tutorials: The minimum entitlement for individual tutorials for students is two per academic year (one per term). However, additional one-to-one sessions will take place when and if necessary. Regular reviews and target setting are mandatory and have been embedded in the tutorial scheme of work. A progression tutorial is recommended for students at the end of each semester and year. These can be done as a group or as one-to-ones.

End of year/ programme

There is a mixture of roles to perform by the Personal Tutor at the end of the year. Some independently, and others to support the Programme Leader.

Collating of Grades/ Tracking to Programme leaders: Liaising with Programme Leaders and Module Tutors to ensure that all work is complete and available for marks to be submitted.

Completion / Mitigating circumstances / exceptional factors: Where there are mitigating circumstances it is the role of the Personal Tutor to sign post students to supporting services / documentation. To support students in meeting extended deadlines and to put a study support plan in place

Destinations: Collating data about where you students go next. This is also supported by the graduate outcomes survey, www.graduateoutcomes.ac.uk All graduates who completed a programme will be asked to take part in the survey 15 months after they finish their studies. The survey aims to help current and future students gain an insight into career destinations and development.

Alumni: Encourage students to join and sign up. Success stories are also vital and support UCEN Manchester in sharing our student success. www.futurefirst.org.uk

Progression or exit guidance interviews: These interviews are generally undertaken annually either on a group or on a one-to-one basis between the Personal Tutor and student. However, these should be offered by the Personal Tutor and students should be signposted to the Careers, Advice, and Welfare and Guidance teams whenever necessary

References: To be completed as and when requested

Disability Support: Reviewing progress and making appropriate referrals in preparation for the forthcoming year.

Re-enrolment: A re-enrolment day must be completed usually prior to July of each year and may be subject to annual change.

Assist with Assessment Boards: whilst preparation for results, moderated work internally and externally are the responsibility of the Programme Leader they may require specific information from the Personal Tutor relating to an individual student. For example, mitigating circumstances, exceptional factors

Structure

• Tutorials take place over a minimum of 1 hour per week, which can include a one hour group session and a one hour monitoring and tracking session. One-to-one tutorials are included in this time. (This may be subject to some variation dependent on student numbers)

• Personal Tutors aim to meet with their relevant HOD and Programme Leader on a regular negotiated time to ensure that each individual student's progress is considered holistically.

• A Personal Tutors development programme will be available, which will be led and devised by the Approved Practitioner (Tutorial and Academic Support).

• **The Personal Tutor is allocated per student and follows the student throughout the duration of their studies.**

STUDENT ENGAGEMENT OFFICER/ACADEMIC ADVISOR

Remit

This student centred role is crucial to UCEN Manchester's student experience as its main aim is to foster and nurture a strong sense of belonging for all students. This will involve deliberative attempts to involve and empower students as participants, partners and evaluators in their academic learning experience. This also includes supporting and aiding student retention, achievement and success through specific and targeted interventions, such as tracking, monitoring, target setting and sign posting. In addition this includes designing and delivering a highly effective and flexible academic study skills package.

Support the Director of Student Experience and Engagement and HoD in relation to initiatives that nurture a sense of belonging, including, induction, enrichment / events, tutorial and academic study skills programme. To include transitions work across levels.

Identifying, monitoring and reviewing at risk students from discussions with HoD, Programme Leaders and EBS records. Production of reports and updates on a weekly basis.

Leading and managing a student case load which involves making contact with each student and offering appropriate support and interventions. Including academic study skills support and personalised target setting and review as a motivational tool to assist in them achieving and progressing.

Liaising with and updating systems and relevant staff in a timely manner on student progress.

Involving students in shaping their experience through consultation and collaboration with student groups and student feedback. Leading focus groups and promoting meaningful participation in student surveys and other student voice initiatives in order to inform the tutorial and academic study skills offer.

Delivering study skills and drop in sessions for groups of students and providing one to one support.

Producing support materials for staff and students to use, including e resources.

Organising additional specialist academic or pastoral support as necessary, including specific initiatives such as the Summer School.

Keeping records of all contacts utilising a wide range of tracking mechanisms.

Participate in and lead on appropriate staff development.

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APPROVED PRACTITIONER (TUTORIAL AND GUIDANCE)

Remit

To support the continuous improvement and academic leadership of the tutorial and academic support provision and systems across UCENMCR. This role will work closely with the Director of Student Experience and Engagement, Heads of Department and the wider engagement team, including Disability Services and Personal Tutors. Work also involves having close links with the cross services and specifically the Careers, Advice, Welfare and Guidance team, and library services in relation to the student experience.

Develop and implement strategies to raise the quality of tutorial and academic support and promote excellence in tutorial practice in UCEN Manchester.

To work within the quality framework and Student Engagement Strategy supporting student engagement, including work with the Students' Union and Student Committee structure, such as holding focus and consultation forums.

To devise, update, review and support the proactive use of the tutorial model ensuring this meets the needs of UCEN Manchester students, including graduate and employability skills and outcomes.

Work with the Director of Student Experience and Engagement, Personal Tutors and other areas to support the pastoral and welfare of students in conjunction with the UCEN Manchester tutorial model.

To support and respond to student feedback mechanisms in order to enhance the student experience.

Develop tutorial and study skills toolkits and resources.

Provide a staff development programme for Personal Tutors.

Seek out and attend external events with a view to disseminating and sharing good practice in tutorials.

Structure:

To meet with the Director of Student Experience and Engagement fortnightly.

To meet and hold consultation and focus groups with Personal Tutors and other key stakeholders at least once a term.

STUDENT EXPERIENCE AND SUPPORT PANEL

PANEL

Membership

1. Director of Student Experience and Engagement
2. Curriculum Representative (Advanced Practitioner)
3. Curriculum HoD
4. Student Representative
5. Disability Support Representative
6. Student Experience / Engagement Representative
7. Library and Learning Resources Representative
8. Careers and Welfare Representative
9. Student Voice Office
10. Marketing Representative

Quorum

The quorum for the meeting shall be 5 members.

Frequency of meetings

The SESP shall meet at least once per term.

Terms of reference

• Oversee the broad student experience and identify areas for enhancement
• Contribute to the development of student community
• Make recommendations to enhance the student experience and to ensure that students are aware of actions being taken.

Identify the needs of specific groups of students. For example, at risk students, international, part-time, mature, disabled students, ethnic minority students and students with families.

Support the development of higher education strategies to ensure that student views are embedded.

Oversee the development and implementation of the Student Engagement Strategy and Plan.

Oversee the development and monitoring of all student support services and activities including pastoral and social support.

Consider reports on student performance and outcomes, including reports prepared by the Students' Union/Staff Student Committee, graduate outcomes and NSS.

Submit an annual report to Curriculum, Quality and Standards on the business discussed at the SESP.

CALENDAR OF BUSINESS

• Oversee the broad student experienc
• Access and Participation / Equality, Diversity and (EDI) inclusivity reports
• Analysis around support undertaken
• Monitor and review Student engagement activity including At Risk
• Develop, monitor and review Student engagement policies, procedures etc.
• Inform the HE Self-evaluation report and HE strategy
• Monitor HE action plans and SSG Analysis
• Monitor and review student public information and student communication.

CHAIR

Director of Student Experience and Engagement

INFORMED BY

Curriculum, Quality and Standards Committee

Programme Committees

INFORMS

Curriculum, Quality and Standards Committee

Teaching, Learning and Assessment Panel

THE PERSONAL TUTORIAL MODEL OVERVIEW

PERSONAL TUTORS AND THE TUTORIAL FRAMEWORK STUDENT ENGAGEMENT OFFICER / ACADEMIC ADVISOR	APPROVED PRACTITIONER (TUTORIAL AND GUIDANCE)	STUDENT EXPERIENCE AND SUPPORT PANEL
Personal Tutor: Minimum allocation 1 hour per week: Induction entitlement and personal tutorial programme (Flexible delivery mode) Group and one to one tutorial: 1 hour per week. (Dependent on group size) Student Engagement Officer: Minimum case load per department / area. Monitoring time: Including tracking, monitoring and target setting and review. Academic study skills offer, personalised and group. The Personal Tutor is allocated per students and follows the student through the duration of their studies.	To support the academic leadership and continuous improvement of the tutorial and academic support provision and systems across UCEN Manchester. To devise, update, review and support the proactive use of the tutorial model ensuring this meets the needs of UCEN Manchester students, including graduate and employability skills and outcomes. Develop tutorial toolkits and resources. To support Personal Tutors to deliver and engaging tutorial model. To work with other services, such as Future U and the library services to provide a clear and consistent communication to students.	To develop and implement a detailed work plan and to drive forward this area of work in UCEN Manchester in relation to the student experience and student journey. To have oversight of the UCEN Manchester student experience. To ensure effective communication and consultation between curriculum and service areas for the benefits of students. To support and respond to student feedback mechanisms in order to enhance the student experience.